

Kentucky Writing

2009 Portfolio Scoring Training Materials

Grade 7



These print materials contain the UNANNOTATED copies of the portfolios, exemplars and other writing samples. At training, you will be provided a copy of the ANNOTATED portfolio and RATIONALE/SCORES to use as a component of training. However, we will take these copies up to use at the next session.

The ANNOTATED copies and RATIONALES/SCORES will be posted mid-March for you to download and use during your school/district scoring training.

**2009 Spring Training Selections
Grade 7**

Training Portfolio	
Title	Homecoming

Practice Portfolio	
Title	The Crash

Poetry Exemplar Set	
Poem Score	Title
4	The Creek
3	Depression is a Never-Ending Cloud Cover
2	Rainbows
1	If I Had a Million Dollars
0	Grow

Quality Control Pieces*	
Category	Title
Reflective	My Magic Potions
Personal	Pushing Up Daisies
Transactive	Are Teachers Underpaid?

*Cluster leaders may use pieces from the 2007 and 2008 quality control portfolios during the scoring sessions as well as the new samples added during 2009.

Kentucky Writing

Grade 7
Training Portfolio

Homecoming

2009 Training 7th grade
Homecoming

KENTUCKY WRITING PORTFOLIO

Table of Contents

Grade 7

Student Signature Sheet Included and Signed

Y

N

(Circle One)

Number
of pieces

Category/Descriptor

Content area

At least **one** piece must
come from a content area
other than English/ language
arts

Page

1	Reflective Writing (e.g. <u>letter</u> , personal essay)		
	Title: Dear Mrs. H ,	English/ Language Arts	1
1	Personal Expressive OR Literary Writing <u>personal narrative</u> , memoir, personal essay, story, poem, script, play		
	Title: Homecoming	English/ Language Arts	4
1	Transactive Writing various authentic genres (Article)		
	Title: Don't Let Them Hurt Me	Social Studies	10
3	Total (must equal 3)		

RH
3-17-08

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STUDENT SIGNATURE SHEET

(Required in Each Portfolio)

Please read the Note to Students and Teachers below before signing the following statements.

Required Verification Signature

The pieces in this portfolio are my own original work. I am the author of all the pieces in my portfolio. I may have talked about my work (through conferencing) with my teacher, family, and friends, but I have made any changes and corrections myself. I did my own writing, typing, and/or word processing (unless otherwise indicated by a teacher's signature in the box below labeled "IEP/504 Plan/Program Services Plan Adaptations")

Student Signature

IEP/504 Plan/Program Services Plan (LEP) Adaptations (requires teacher signature):

Teacher Signature:

Optional Permission

I agree to allow my portfolio to be photocopied for use by others outside my school as an example of student work. I understand that my name, the names of my school and town, and any other identifying information I may have used in my writing will be removed before my portfolio is copied.

Student Signature (optional)

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Optional Permission: The use of actual student portfolios is critical in teacher training and is essential for quality control checks during statewide rescoring activities. Students are requested, but not required, to give permission for this purpose and should sign the optional student signature above if they agree.

Please note that portfolios are included in any statewide rescoring activities even if neither statement is signed.

January 14, 2008

Dear Mrs. H ,

You have been my writing teacher since last year. It's safe to say that during this time you've influenced my writing in many ways. Your enthusiasm for teaching has helped me to become a better writer. In the past, I used to dread writing, but now it's something I actually enjoy. You've taught me to use the things you teach and apply them to my pieces. Furthermore, you incorporate technology into our lessons to help me understand difficult concepts. You will never know how much I appreciate the time you've spent helping me with my portfolio pieces. Thank you for inspiring me to become a better writer. Your attitude, love for writing, and words of encouragement, have inspired me to become a better writer.

I have to admit that as a child, I was somewhat of a bookworm. You probably didn't know that, Mrs. H , but it's true! My favorite author was Barbara Park; she wrote all the Junie B. Jones books. In the second grade, I had the entire Junie B. Jones series; they were my beloved books. The books were special to me because they made me feel empowered. The main character, Junie B. Jones, was strong-willed and mischievous. She taught me that when I put my mind to doing something I can overcome all obstacles. Not only did those books help me learn to read, but they also taught me things that make stories interesting such as plot development,

unique characters, and realistic problems. Even though I read these books when I was really small, I used the things I learned to help make my portfolio pieces shine!

I've known you for two years; in that time, I've learned that you have an extensive vocabulary. I think your vocabulary must have come from your love of reading. You often read orally to the class; during your read-alouds, you help me understand the link between reading and writing. For example, you stop periodically to explain how each passage contains a simile, metaphor, or hyperbole. I used these types of figurative language to improve my personal narrative. In my personal narrative entitled "Homecoming" I wanted the audience to understand how nervous I felt. Therefore, I used this simile: Adrenaline was pumping through my body like a racecar driver revving up his engine for the final lap. Since I have been in your class, I have come to enjoy writing. Now when something really exciting happens, I write it in my diary so I can go back and read about it when I'm older.

Proofread! Edit! Revise! Every time I heard these words throughout the year, it made me want to scream! Although you've made me revise and edit my pieces many times, it has helped me see the mistakes I have made. You've given me the independence to do my own work, and then conferenced with me to find errors. I've applied the things I've learned and created many published pieces throughout the year. Other than the three required portfolio pieces, I have written various poems, essays, a short story, letters, and an editorial. I am very proud of my finished pieces;

but most of all, I'm thankful that in the future I will know how to create published pieces on my own.

I also want to thank you for encouraging my classmates and me to work cooperatively. It really helps me when I see what other people think of my work. It motivates me to take feedback from other people in my class. Now that I have worked with other people, I see my mistakes without you pointing them out during conferencing. I hope you know that cooperative learning is a great way to ensure that portfolios aren't as hard as they seem.

Since the 6th grade, I have learned so much from your writing class. I can tell that it is a joy for you to be with us every day; since you enjoy your job, it makes writing easier. Even though seventh grade has not been a breeze, you've made writing worthwhile. I will never forget you. Thank you for influencing my writing.

With love,

M

Homecoming

"This year's 2006/2007 Homecoming Queen is....." then the announcer paused. *Just spit it out?* I screamed inside my head. I had been waiting for this moment for so long. Each year I participated in homecoming, I dreamed of becoming Queen. *Could I receive the honor of Homecoming Queen?* Finally she continued...

Homecoming Day lingered, slower than a turtle inching across the grass, and I couldn't wait to put on my brand new dress. My cousin T helped me prepare for my big night. She fixed my hair and carefully placed beautiful, sparkling rhinestones throughout the curls on my head.

T perfectly applied my makeup. *Wow!! She knew exactly what colors to use so that my face will shimmer in the poorly lit gymnasium,* I thought as I glanced in the mirror. Before I walked into the kitchen, I slipped on my black and gold spaghetti-strapped dress and placed my feet—one by one—into my glossy, Cinderella high-heeled shoes. Adrenaline was pumping through my body like a racecar driver

revving up his engine for the final lap. I thought, *Homecoming is less than an hour away. I can hardly wait!*

When I finally arrived at the school, I saw my friends standing in the parking lot. My mom parked the van and I carefully climbed out. I anxiously walked over to mingle amongst my friends who were waiting for their escorts. I stood patiently as I awaited the arrival of my escort, D . After standing there for what felt like forever, he finally arrived. I was so happy to see him.

As I walked toward D , I noticed that he had a beautiful black and gold corsage in his hand. When I got to him he handed me the package and whispered, "This is for you." I took it out of the package and slipped it on my wrist. *This corsage perfectly matches my dress*, I pondered.

I looked up at D and smiled. "Thank you," I giggled. Then, we hurried—hand in hand—into the gym to await the announcement for homecoming line-up.

At last, I heard the announcement: "If all of the candidates will come over and line up, we will begin Homecoming 2006." The girls scurried across

the floor like a hundred mice after the same piece of cheese. The boys, however, moseyed into the hallway as if it were no big deal.

The music began to play from the speakers inside the gym. As it echoed into the hallway where I stood in line, butterflies fluttered in my stomach. *Homecoming is about to begin!* I thought. As each couple's names were called out, the intensity of the moment increased. All the blood was rushing to my head as we stepped into the audience's view. *Just calm down. Put one foot in front of the other,* I told myself.

Finally, the announcer quoted, "Our next candidate is Miss M ; she is the daughter of W and T C . She is being escorted tonight by D J ; son of C and J J ." My feet felt like cement blocks were tied to them as D and I proudly marched to the middle of the floor. As we arrived at the decorated arch, we stopped to have our picture taken. I gave a great, big smile for the camera. Then we walked over to the ever-growing line to stand with the other homecoming candidates and escorts.

Soon the big moment would be upon us, but for now I was forced to wait... wait for everyone else's name to be called. At last,

Mrs. H walked over to the microphone. She handed the Future King the bag of names—he would be responsible for choosing the name which would identify the Maid of Honor. Then, she handed the Future Queen the flowers; they were pink roses. Mrs. H stated, "This year's 2006/2007 Homecoming Maid of Honor is... Miss T W !" We all shared her excitement, but I knew the moment I'd been waiting for was finally here.

At long last, Mrs. H grasped the bag allowing the Future Queen to choose a name—this name would bestow the long-awaited honor on one special girl. I held my breath; my hands began to sweat and my heart raced. I was as jumpy as a room full of kindergarteners. I grabbed D's arm with a look of anticipation. No one knew what would happen next!!!

I looked at my mom and she flashed me a reassuring smile. She and D's mom both readied their cameras in case I was chosen as Queen. As the little girl pulled out the piece of paper, I wondered, *Could it be me? Is my name printed on that slip of paper? Please God... let it be me.*

Mrs. H began, "This year's 2006/2007 Homecoming Queen is....." then she paused. *Hurry! Who is it?* I shrieked inwardly. I had been waiting for this moment for so long. I contemplated, *Am I going to faint?* She continued... "Miss M C !!!"

My face filled with joy, but my legs felt like soggy, wet noodles. Cameras were flashing around me. I felt like a runway model when D and I walked over to the middle of the floor. As D placed the beautiful crown with sparkling diamonds on my head, the photographer spoke to D, "Good job, Little Man." Immediately, Mrs. N gave me a bouquet of red roses.

I gently grasped D's arm and we smiled; the photographer quickly snapped a picture of us. Then the photographer asked D to step aside so I could be in the spot light. I felt like a princess. He snapped one more picture before D strolled back over to me. We latched arms and he grinned at me. I smiled back while considering, *He must think I'm so pretty.* Then the announcer confirmed, "This concludes our 2006/2007 Homecoming." The crowd clapped and yelled with enthusiasm. I was shaking so badly I could hardly stand.

D and I followed the Homecoming Court off the floor. The candidates and their escorts paraded into the hallway. My friends and family came up to congratulate me. I felt like royalty. I can honestly confirm that the moment I was crowned Homecoming Queen marked the best night of my life. Now I have lifelong memories of December 18th, 2006—the evening I became E Elementary's 2006/2007 Homecoming Queen.

DON'T LET THEM HURT ME



Every year in America over 3 million children are abused or neglected. These children are crying out for help. Since educators are with students each and every day, teachers could be an abused child's only hope. Out of 1,000 children in a school building, forty-seven of them are victims of child abuse. Shouldn't teachers know what warning signs to look for?

Physical Abuse

Physical abuse is when a child is beaten, burned, has welts and other physical injuries for no reason. Some physical indicators are bruises and welts on face, lips, and mouth. Unexplained fractures/ dislocations, unexplained burns, and bald patches on the scalp may also be signs of abuse. In most recent years, surveys have calculated that the percentages of child abuse are: neglect 54%, physical abuse is 22%, sexual abuse is 8%, emotional abuse is 4% and other forms of abuse are 12%. You can help lower these percentages by reporting child abuse. See below for types of abuse and investigations from 2002 to 2006. As you see child abuse is not getting better; rather, it is getting worse!

<u>Types of Abuse</u>	2006	2005	2004	2003	2002
Sexual abuse	470	435	362	358	432
Physical abuse	817	849	874	830	887
Neglect	1,738	1,571	1,489	1,447	1,387
Dependency	336	361	313	398	384
Emotional abuse	475	421	293	179	116
Other	208	189	404	442	522
Total Investigations:	4,044	3,826	3,735	3,654	3,728

Behavioral Indicators

Behavioral indicators are things that teachers need to look for each day in their classroom. One major warning sign is a child's apprehension of parents; you may notice that the child is afraid to go home. Also, an abused child becomes wary of adult contact or exhibits social withdrawal. Children may sit alone during lunch or recess—refusing to socialize with peers. The child may have poor self concept or low self esteem as well. Behavioral indicators are one of the easiest signs for teachers to observe.



Signs of Emotional Neglect

Physical abuse is not the only form of abuse. Emotional abuse may occur as well. There are certain signs of emotional abuse teachers can look for. Showing extreme behavior (overly compliant or demanding), extreme passivity, or aggression are just a few of the signs. Also, teachers

may notice a child is being neglected by considering the warning signs: lacks needed medical care (immunizations or glasses), doesn't have proper clothing for winter, begs or steals food and money, or is frequently absent from school. If teachers suspect neglect, they should take the necessary steps of reporting the abuse.



Steps to Report Child Abuse

Teachers should remember these three simple steps: **Recognize it; Report it; Prevent it!** Most teachers already know what signs to look for when attempting to identify child abuse; however, this is only the first step in helping abused children. Teachers need to report abuse to the school counselor, and then the counselor will take the necessary steps in reporting it to the police or social services. Teachers can also work to prevent child abuse. Child abuse can be prevented by talking about abuse during classes so students will feel comfortable confronting a teacher about their problems. Also, schools could host child abuse prevention week.

As you see there are many ways a child can be abused. All children have the right to live free from abuse, but unfortunately that is not the case. Some children will carry scars—both emotionally and physically—for the rest of their lives because of child abuse. I know that with teachers' busy schedule, it might be difficult to meet each child's needs; however, teachers can play an important role in a child's life. Always remember that if you see, hear, or even think a child is being abused, report it immediately. You could be their only hope!

References:

<http://www.dayofthechild.org/dc98/facts.htm>

<http://www.preventchildabusega.org/htm>

<http://www.childwelfare.gov/pubs/factsheets/signs.cfm>

<http://www.legal-info-legale.nb.ca/showpub.asp?id=75&langid=1>

Chart/Pictures:

<http://photobucket.com/images/child%20abuse/?page=2>

http://www.montcsb.org/Child_Abuse/Docs/arepstat.htm

<http://www.fotosearch.com/IDX054/385467/>

http://images.google.com/imgres?imgurl=http://www.safeparenting.org.uk/images/ChildrenLeftAlone_picleft.gif&imgrefurl=http://www.safeparenting.org.uk/ChildrenLeftAlone.htm&h=504&w=361&sz=104&hl=en&start=11&um=1&tbnid=TLh0trTPu742fM:&tbnh=130&tbnw=93&prev=/images%3Fq%3Dchildren%2Balone%26svnum%3D10%26um%3D1%26hl%3Den

Kentucky Writing

Grade 7
Practice Portfolio

The Crash

KENTUCKY WRITING PORTFOLIO

Table of Contents

Grade 7

2009 Practice
7th grade
The Crash

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Number of pieces	Category/Descriptor	Content area At least one piece must come from a content area other than English/ language arts	Page
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1	Personal Expressive OR Literary Writing personal narrative, memoir, personal essay, story, poem, script, play		
	Title: The Crash	language Arts	3
1	Transactive Writing various authentic genres (forms)		
	Title: Wildfires	Science	10
3	Total (must equal 3)		

ME
4-23-09

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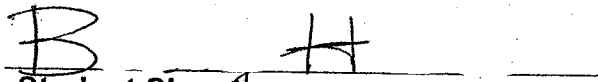
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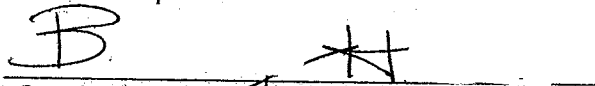

Student Signature

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Please note that portfolios are included in any statewide rescoring activities even if neither statement is signed.

Dear Mrs. M ,

I am so glad I have had you as a teacher over the past two years. You have helped me excel in writing, and my reading vocabulary has expanded. As we worked in class, you gave us literary examples like similes, metaphors, and hyperboles just to name a few. Ever since you introduced the T-chart last year, it has helped me to answer my open responses with more confidence. This has helped me both in reading and writing.

My most memorable lessons with you were reading aloud books like Monsters on Maple Street, Maniac Magee, and even The Titanic! My favorite was when we read Bridge to Terabithia. This story had a lot of different characters and dialogue. I chose to read the part of Leslie. It told about a girl and a boy that decided they wanted to create a magical world of their own, Terabithia. Bridge to Terabithia gave me some great ideas to use in my pieces, so I'm glad we read it.

At first I thought that looking up literary definitions was too time consuming, but now I realize how valuable these lessons were. I learned about new words and their meanings, and I can now make new words by adding prefixes and suffixes. Thanks!

Another thing I remember doing in your class was learning how to use story webs and Venn diagrams. It helped me to organize my ideas and make my pieces even better. You also taught us literary devices. They were fun to learn even though they were confusing at times. Overall I feel that in the past two years my reading and writing skills have improved. You did many different, fun activities with us. With your help Mrs. M my reading scores went through the roof. I got a 99% on my CATS test last year. Thank you so much for helping me succeed in my reading and writing classes. You have been an awesome teacher for the past two years, and I hope your students next year can benefit as much as I have from your lessons.

Your student,

The Crash

"What happened?" Jake screamed. He had been awakened from a peaceful sleep by a loud, deafening boom, followed by a wild shaking of his home. Jake felt something heavy resting on his legs. He looked down and saw the nose of an airplane lying on them. The horrific sight Jake was viewing made him terrified. He screamed with fear. He felt a terrible, shooting pain up and down his right leg. Jake looked down and saw blood on his blanket. He screamed again and tried to escape, but his leg hurt him so much it seemed like it had paralyzed him. He desperately tried to get his legs out from underneath the airplane five times, and on the last try, he slowly pulled away and flopped down to the floor on his back. It felt like every bone in his body was aching. He looked at his injured leg and blood was gushing out from a deep cut. He scanned the area around him and saw a shirt lying to his left, barely in reach. He grabbed the shirt and tied it tight around his legs to help stop some of the bleeding.

"Mom, where are you?" Jake yelled as he slowly walked downstairs with his injured right leg dragging behind. There was debris on the floor, which made it harder for Jake to move around. He finally reached the

bottom as he made his way down the hallway leading towards his mom's room. He could hear her screaming for help, which made him push on.

"Please, someone help me!" screamed Jake's mom.

"Mom, if you can hear me, I'm coming." Jake assured.

He heard his mom crying and screaming in pain as he neared the door to her room. He turned the doorknob and the door slowly opened. There lied his mom on the floor with rubble piled on top of her. Jake limped over to his mom's side and tried to calm her. She was crying hysterically in pain and in shock. He needed to get to her to see her injuries, but he had to get everything off her, first. He grabbed little sections of walls, boards, and glass and threw them in the opposite direction with every ounce of energy he had left in him. The whole time his mom was screaming in pain. He saw that she had some deep cuts on her back, legs, and arms. His mom could barely move.

"Mom, listen, don't move, okay? I am going to go find help," Jake's voice trembled.

"Okay, Jake. Please be careful." Jake's mom answered in a frightened tone.

"I will, Mom." Jake went back down the hallway and into the living room to see if the phone lines were still working so he could call for help. Unfortunately, they were not. He got more and more terrified as each agonizing moment went on, not knowing what might happen next. He slowly walked out their front door to go to a neighbor's house to get help. When he opened the door, people were swarming around his house, in a whispering tone, questioning one another about what had happened. When they saw Jake, everyone gasped and the whole crowd fell silent. He saw a team of firefighters and police officers rushing to the door to help him.

"Are you okay?" asked a police officer.

"No, sir, my leg is badly hurt and my whole body is aching with pain. My mom is still inside and needs help. She is badly injured."

"Okay, we will find her," the officers assured.

Jake was placed on a gurney and was put into an ambulance to be monitored before they took him to a hospital. As he was being hooked onto an IV in the ambulance, his mom was being wheeled out of the house on a gurney. She had a white neck brace around her neck and she was strapped to the gurney so she would not be jerked a lot. They could not risk her being

hurt anymore than she already was. She was loaded onto another ambulance, and they were both rushed to the hospital.

Back at the residence, on lookers were gathered around the house awaiting answers. The police officers said that they will not give out any information as of this time, and fire fighters that went into the house were interviewed, but none of them said much. Most of them were almost too stunned to speak. The house was blocked off all the way around it with yellow and black do not cross tape, and police officers covering the whole area. An odd looking, black car pulled up on the street beside the house and two big, muscular men stepped out of the vehicle. They both made their way past the reporters and onlookers and walked over to a group of police officers standing in a huddle discussing the situation on their hands.

"Excuse me, officers, but we need to talk to the captain. This is involving important business matters," declared the man. A police officer in a blue suit with a shiny, gold badge pinned to the left side of his shirt stepped forward.

"I am the captain here. What's the problem, gentlemen?"

"Sir, we are with the C.I.A. and we are here about the cargo on this plane," they both showed their badges to the officer. "This plane was

carrying confidential information to be given to the federal government and was not meant to be seen by the public," replied the man.

"Okay, sir, but all of this information is probably gone. Most of that plane and this house were destroyed during this incident."

"Okay, officer, but we need guards standing watch on this house twenty four seven just in case some of the information is still intact and lying around somewhere."

"Fine, I will have some of my men watch this house until you can get in there and investigate."

"Thank you, officer. We will be back tomorrow morning with a team of investigators to search the house.

"Good day, gentlemen," said the officer.

At the hospital, Jake and his mom was being cared for in the intensive care unit for their injuries. Jake had deep cuts on both of his legs, but one on his right leg was more serious than the others and required twelve stitches, and he had cuts on his arms and forehead which were bandaged up and monitored for the next few days. His mom, on the other hand, had one

broken bone in her left leg, severe cuts on her back and legs, and she was treated for a cut on her forehead, just above her left eyebrow. They were both treated for infection in their cuts. Jake and his mom stayed in the hospital for four days to be monitored, just incase their injuries got worse.

While Jake and his mom were in the hospital, a team of investigators from the C.I.A. investigated the house. After they were done searching for what they were looking for, a police officer went to the hospital to check on Jake and his mom, and to get permission to go ahead and destroy the rest of the house and get them a new one since there was not much left of their old one. Jake and his mom came to a decision later that evening to go ahead and demolish the rest of their house. It was a hard decision for them, but they knew it just had to be done. After Jake and his mom were released from the hospital, they were taken to their new home. It was a blue, two-story house, a few blocks down the road from where their old house was.

"Wow, this place is beautiful," exclaimed Jake's mom.

"I agree with you, Mom. This place is awesome!" replied Jake excitedly.

After Jake and his mom got settled into their new home, they started to live a normal life again. They still look back on that horrific day, and they

still ask the same question, why us? They were both left of the constant reminder of that day with scars all over their bodies. There is not a day that goes by that they are not haunted by the memories of that day either. It sends chills up and down their spines.

Wildfires

Do you have a favorite mountain scene that you enjoy looking at? Well, imagine waking up one morning to see only a bare space and charred remains. This is an example of one of nature's most destructive forces known to mankind- a forest fire. A forest fire is easily started, and can spread quickly, but the results it leaves behind are permanent. Not only does it destroy land, bushes, and trees, but wildfires also destroy animals and their habitats. As a concerned student I wanted to find out how much of our state's woodlands were being destroyed. So, I looked up a few statistics, and I believe the numbers might shock you.

2006 Wildfire Summary of Kentucky

Total number of wild land fires: 1,857
Number of wild land arson fires: 1,156
Total acres burned: 49,759

10-Year Summary Fires and Acres Burned 1997-2006

Year	No. of Fires	Acres Burned
1997	913	14,495
1998	1,140	28,224
1999	2,396	139,110
2000	1,545	133,347
2001	2,072	178,925
2002	976	23,542
2003	926	19,681
2004	1,470	26,916
2005	1,710	51,586
2006	1,857	49,759
TOTALS	15,005	665,585

How forest fires are started...

Forest fires always start by one of two ways, naturally caused or human caused. Lightning generally starts natural fires, but some are caused by spontaneous combustion (ignition of a substance) of dry fuel such as sawdust and leaves. On the other hand, human-caused fires can be due to a number of reasons. Some of these reasons include careless smoking habits, campfires being left unattended, or a warming fire that got away, and the most alarming of all, arson. Human-caused fires account for the greatest majority of the total acreage of land burned. If left undetected, these types of fires can burn for hours and days before being noticed by anyone. I was surprised to learn that fires can be started in several different ways. I have provided you with a list below.

Fire Causes in Kentucky- 1997-2006

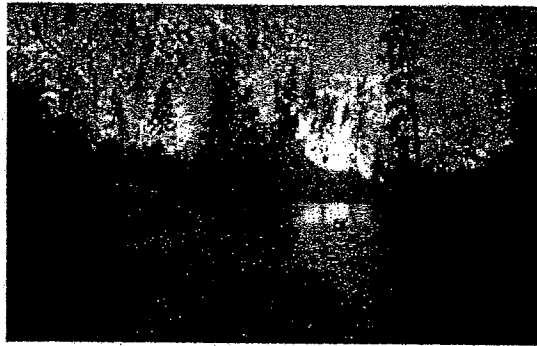
Cause	Number	Percentage
Lightning	60	<1
Campfire	175	1
Smoking	266	2
Debris burning	3,903	26
Arson	8,855	59
Equipment use	371	2
Railroad	83	1
Children	165	1
Miscellaneous	1,127	8
Total	15,005	100

Some destructive effects of wildfires...

Most people don't realize how many areas of nature forest fires affect. Forest fires destroy a lot more things than just trees and plants. The huge blazing flames kill birds, turtles, rabbits,

- || =

squirrels, bugs, and insects, just to name a few. Some animals are fortunate enough to escape, but many animals die later of starvation and thirst. The fires destroy all of the plants the animals need to survive on. It destroys their habitats, and they are left without a home. The streams become polluted with ashes, killing fish, and leaving animals without clean drinking water. Can you imagine flames getting so close to the creek banks and rivers that it would cause the water to heat up and destroy all types of water animals and their inhabitants? Not only is the water affected, but the remaining soil is affected too. The soil dries out, and can be washed or blown away. This can lead to major soil erosion. Burned over land should be replanted with new trees, bushes, grasses, and flowers. This will help return the forestland back to its natural state.



How forest fires can be prevented...

- Because preventing forest fires are so important to me, I have made a list of preventive methods for you to know.
- Don't let anyone park a vehicle on dry grass
- Inspect your campsite before leaving
- Never take burning sticks out of a fire
- Don't leave burning brush unattended
- Always keep a water hose near by when burning any materials.
- When camping, keep stoves, lanterns, and heaters away from combustion

- Know your county's outdoor burning regulations. Unlawful trash burning is a punishable offense.

While gathering information on forest fires, I have learned how destructive they can be, and how fires can damage our state's woodlands. Remember, the most preventive technique concerning forest fires is telling people all of the information on the dangers of them.

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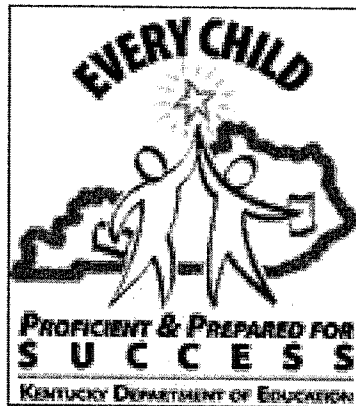
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Kentucky Writing



Portfolio Scoring Exemplar Set Poetry

Grade 7
2008-2009

The Creek

The creek is unimaginable
to those reality binds.

filled with creatures
filtering out sunlight
looming in the shadows
hidden among the pines

Wind you can hear
howls above the trees.
whistles its morning song.

Wind you can't hear
speaks to your soul
whispers *you are safe*.

You are alone
in a world made for you.
You become impervious
Your ecstasy is mist
Palpable, unchangeable.

Reality is unable to touch you.
Blades of grass are fish
the shiniest rock, the moon
suspended above in the big, watery sky.

Laws, rules, physics don't apply.
You are beyond existence
above the limit
apart from reality
sanctuary
realm of sheer joy.

Eventually you may leave
return to reality
depart this dream.

Nobody will blame you.
Perfection can be a burden.

Still

Remember the world I've shown you.

Remember the C ~ E ~ K
~ R ~ E ~

The Creek

The creek is unimaginable
to those reality binds.

~ insightful

filled with creatures
filtering out sunlight
looming in the shadows
hidden among the pines

Wind you can hear
howls above the trees.
whistles its morning song.

Wind you can't hear
speaks to your soul
whispers you are safe.

depth of
idea
development

vivid
imagery

Authentic &
insightful purpose
showing perception
of the ordinary
throughout the poem

You are alone
in a world made for you.
You become impervious
Your ecstasy is mist
Palpable, unchangeable.

insightful

~ indicates a strong awareness
of audience's needs

Reality is unable to touch you.
Blades of grass are fish
the shiniest rock, the moon
suspended above in the big, watery sky.

~ metaphor

Laws, rules, physics don't apply.
You are beyond existence
above the limit
apart from reality
sanctuary
realm of sheer joy.

Eventually you may leave
return to reality
depart this dream.

Nobody will blame you.
Perfection can be a burden.

Still

Remember the world I've shown you.
Remember the C ~ E ~ K
~ R ~ E ~

~ evidence of
insight & reflection

skillfully
applies
characteristics
of the genre
~ effective use
of poetic
devices

**Kentucky Writing Portfolio
Grade 7 Exemplar Poetry**

4 Content

Purpose and Audience
Idea Development and Support

Title The Creek

- **Establishes and maintains an authentic and insightful focused purpose throughout**

The writing shows an extraordinary perception of the ordinary. In the first two lines the writer notes that those without imagination do not see the creek as it really is. The insightful focus is evident throughout the entire poem with lines such as "Nobody will blame you. /Perfection can be a burden".

- **Indicates a strong awareness of audience's needs; communicates effectively with audience; sustains distinctive voice and/or appropriate tone**

The use of second person indicates strong audience awareness as does the effective use of white space. For example, in the fifth stanza the lines "You are alone/in a world made for you. /you become impervious..." are strong indicators of audience awareness.

- **Demonstrates reflective, analytical and/or insightful idea development; provides specific, thorough support; skillfully applies characteristics of the genre**

The writing demonstrates evidence of insight and reflection (e.g. "Perfection can be a burden" and "Your ecstasy is mist"). Poetic devices such as imagery and metaphor are skillfully applied. The writing creates a scene with description in the first few stanzas and establishes the mood in the last few stanzas.

Instructional Implications

Teachers may use this sample during instruction to address such issues as:

- Creating a title that captures the essence of the piece

Depression is a Never-Ending Cloud Cover*

Depression is a never-ending cloud-
cover
constantly looming in the distance.
Black shadows cover the Sun,
as the storm moves in
permanently.
The rain starts off light
almost unnoticed
until you hear the thunder crack
and it's too late to take cover.
Raining
dark and heavy
on happy hearts.
Soaking through the clothes

till you are
cold
unfeeling
numb.
Then
you find inspiration
about what you have to do.
You can do nothing but succumb.
You look to the sky—
LIGHTNING!!
—then nothing.
Depression is a never-ending cloud-
cover.

*This poem was a component of a larger reflective entry in the student's portfolio. It should not be considered an alert.

Depression is a Never-Ending Cloud Cover*

— title establishes
an authentic
focused purpose

Depression is a never-ending cloud-
cover

constantly looming in the distance.

→ Black shadows cover the Sun,
as the storm moves in
permanently.

The rain starts off light
almost unnoticed

until you hear the thunder crack
and it's too late to take cover.

Raining
dark and heavy
on happy hearts.

Soaking through the clothes

Vivid
imagery
demonstrates
depth of
idea
development

effective
line
breaks

till you are
cold
unfeeling
numb.
Then

you find inspiration
about what you have to do.

You can do nothing but succumb.

You look to the sky—

LIGHTNING!!

—then nothing.

Depression is a never-ending cloud-
cover.

all caps
& underlining
indicates
awareness
of audience's
needs

the use of an extended
metaphor contributes
to idea development

*This poem was a component of a larger reflective entry in the student's portfolio. It should not be considered an alert.

**Kentucky Writing Portfolio
Grade 7 Exemplar Poetry**

3 Content

Purpose and Audience
Idea Development and Support

Title Depression is a Never-Ending Cloud-Cover

- **Establishes and maintains an authentic focused purpose throughout**
The title establishes an authentic focused purpose of comparing depression and a storm. The purpose is maintained throughout the poem with lines such as "Raining/dark and heavy" and "till you are/cold/unfeeling/numb."

- **Indicates an awareness of audience's needs; communicates adequately with audience; conveys voice and/or appropriate tone**
The poem meets the needs of the audience with thoughtful line breaks. For example, in the second column of the poem, the one word lines "cold/unfeeling/numb./Then" cause the reader to stop and contemplate the serious tone presented with the comparison of depression to a storm. Toward the end of the poem, "LIGHTNING!!" indicates an awareness of audience's needs.

- **Demonstrates depth of idea development with specific, sufficient details/support; applies characteristics of the genre**
Depth of idea development is demonstrated with imagery in the first column of the poem (e.g. "Black shadows cover the Sun" and "Soaking through the clothes"). Images such as "until you hear the thunder crack" contribute to the mood of the poem.

Instructional Implications

Teachers may use this sample during instruction to address such issues as:

- Analytical and insightful idea development

Rainbows

Rainbows are a colorful slide.
They entice our imagination.
Enchanting!
Shining brightly overhead,
Rainbows are like a big bowl of Fruit Loops.
"Oh rainbows, how wonderful you are!"

Rainbows are a box of crayons.
They illustrate the beauty on Earth.
Breathtaking!
Decorating the sky with vivid colors,
Rainbows are like a pack of Skittles.
"Oh rainbows, how colorful you are!"

Rainbows are a meadow of flowers.
They paint a scenery of bright colors.
Colorful!
Outlining the heaven's above,
Rainbows are like a bouquet of roses.
"Oh rainbows, how beautiful you are!"

Rainbows are brightly colored leaves in the autumn.
They compliment nature with vibrant colors.
Elegant!
Mesmerizing our minds with a pleasant view,
Rainbows are like a giant arch stretching throughout the sky.
"Oh rainbows, how delightful you are!"

attempts
to establish
a narrowed
purpose → Rainbows

Rainbows are a colorful slide.
They entice our imagination.
Enchanting!
Shining brightly overhead,
Rainbows are like a big bowl of Fruit Loops.
"Oh rainbows, how wonderful you are!"

indicates some
awareness of
audience's needs

~ simile

Rainbows are a box of crayons.
They illustrate the beauty on Earth.
Breathtaking!

Decorating the sky with vivid colors,
Rainbows are like a pack of Skittles.
"Oh rainbows, how colorful you are!"

demonstrates
some
voice

Rainbows are a meadow of flowers.
They paint a scenery of bright colors.
Colorful!

Outlining the heaven's above,
Rainbows are like a bouquet of roses.
"Oh rainbows, how beautiful you are!"

Rainbows are brightly colored leaves in the autumn.
They compliment nature with vibrant colors.
Elegant!

Mesmerizing our minds with a pleasant view,
Rainbows are like a giant arch stretching throughout the sky.
"Oh rainbows, how delightful you are!"

metaphor &
simile
in each
stanza

Characteristics of
genre

some
idea
development

~ repetitious idea development

Kentucky Writing Portfolios
Grade 7 Exemplar Poetry

2 CONTENT

Purpose and Audience
Idea Development and Support

Title Rainbows

- **Attempts to establish and maintain a narrowed purpose; some lapses in focus**

While there is an attempt to establish a narrowed purpose of describing rainbows, the writing is mainly a list. The writing has some lapses in focus as with the repetitious phrase "Oh rainbows, how wonderful you are!"

- **Indicates some awareness of audience's needs; makes some attempt to communicate with an audience; may demonstrate some voice and/or tone.**

In each stanza, there is some awareness of audience's needs with the statements of what rainbows do for us (e.g. "They entice our imagination, "They illustrate the beauty of the earth," They paint a scenery of bright colors").

- **Demonstrates some idea development with details/support; support may be unelaborated, irrelevant and/or repetitious; may apply some characteristics of the genre.**

Some characteristics of the genre (poetic devices) are applied, but they are repetitious and unelaborated. For example, in each stanza similes and metaphors are used, but they are ineffective.

Instructional Implications

Teachers may use this sample during instruction to address such issues as:

- Effective use of figurative language to enhance the piece
- Depth of idea development

If I Had a Million Dollars

By Christian Brawner

**If I had a million dollars
I would begin to wonder where it came from.
Why was I chosen to receive it?**

**If I had a million dollars
Could I really make a difference in the world?
Just how far could a million dollars go in
2006?**

**If I had a million dollars
What could I really do?
I would still be 11 years old.**

**If I had a million dollars
I would still be too young to drive.
Too young to own a business**

**If I had a million dollars
I would still be required to live at home.
I would still be a 7th grade student.**

**So, I ask myself,
"Would it really even matter if I had a million
dollars?"**

Attempts
to establish
a general
purpose

If I Had a Million Dollars

Lacks
focus

**If I had a million dollars
I would begin to wonder where it came from.
Why was I chosen to receive it?**

**If I had a million dollars
Could I really make a difference in the world?
Just how far could a million dollars go in
2006?**

indicates
limited
awareness

audience's needs

**If I had a million dollars
What could I really do?
I would still be 11 years old.**

demonstrates
limited
idea
development

**If I had a million dollars
I would still be too young to drive.
Too young to own a business**

**If I had a million dollars
I would still be required to live at home.
I would still be a 7th grade student.**

attempts to
communicate
with an
audience

**So, I ask myself,
"Would it really even matter if I had a million
dollars?"**

Stanzas
is white space
↳ an attempt
to apply some
characteristics
of the genre

**Kentucky Writing Portfolios
Grade 7 Exemplar Poetry**

1 CONTENT

Purpose and Audience
Idea Development and Support

Title If I Had a Million Dollars

- **Attempts to establish a general purpose; lacks focus**

The title indicates an attempt to establish a general purpose. Lack of focus is evident in the first stanza when the writer wonders about the origin of the imaginary million dollars.

- **Indicates limited awareness of audience's needs**

Though an awareness of the audience is not lacking, it is limited as is evident in the second stanza of the poem with "Could I really make a difference in the world? / just how far could a million dollars go in/2006?"

- **Demonstrates limited idea development with few details and/or weak support; may attempt to apply some characteristics of the genre.**

Stanzas and white space are attempts to apply some characteristics of the genre, but the idea development is weak and limited to short phrases with no elaboration.

Instructional Implications

Teachers may use this sample during instruction to address such issues as:

- Purposes of poems
- Depth of idea development

♂ Grow ♀

Dresses
Hair Bows
Princess
Dress-up
Books
Pink
Gone
Singing
Dancing
TV
Telly
Jeans
T-shirt
Jacket
Petz
Hello

Lacks awareness
of audience
because the
connection
between growth
& items listed
is unclear

♂ Grow ♀

Dresses
Hair Bows
Princess
Dress-up
Books
Pink
Gone
Singing
Dancing
TV
Telly
Jeans
T-shirt
Jacket
Petz
Hello

lacks purpose

lacks idea development
and
provides random
details

Kentucky Writing Portfolios
Grade 7 Exemplar Poetry

0 CONTENT

Purpose and Audience
Idea Development and Support

Title Grow

- **Lacks purpose**

No image is created and no purpose indicated. The writing is simply a list of items and activities.

- **Lacks awareness of audience**

The connection between growth and the items listed is unclear, demonstrating a lack of audience awareness. The writing leaves the reader with many questions.

- **Lacks idea development; may provide random details**

The list of items is random, especially "hello" at the end and the symbol of a male and a female surrounding "grow" in the title. The writing lacks any of the characteristics of poetry.

Instructional Implications

Teachers may use this sample during instruction to address such issues as:

- Purposes of poems
- Depth of idea development

Kentucky Writing

Grade 7 Quality Control Pieces

NOTE: DACs receive the quality control pieces from KDE. Please check with your DAC for these samples to use during your scoring session.